

## **CHAPTER 10**

# **INSTRUCTOR EVALUATION**

### **INTRODUCTION**

Evaluation of instructors and curriculum for the purpose of improving the quality of training is an ongoing process. As an instructor, you should welcome every opportunity to be evaluated by others. Through this evaluation process, you will receive feedback on your strengths as well as those areas in which you may need improvement.

Basically, two types of instructor evaluations are conducted. Personnel considered to be subject matter experts (SMEs) in the area of instruction conduct evaluations to ensure the subject matter qualifications of the instructor. Trained instructor evaluators from the command conduct evaluations to ensure the instructor uses the most effective techniques to accomplish training.

Evaluations may be conducted on a scheduled or unscheduled basis. Each method of evaluation has its advantages and disadvantages. A scheduled evaluation allows the instructor to prepare for the evaluation. It may also allow the instructor time to prepare a “show” that is not typical of usual performance. Remember, evaluation is for the purpose of improving the training provided. You should not change your teaching style just because you are being evaluated. An unscheduled evaluation permits the evaluator to observe the instructor in a normal mode, which can result in a more realistic appraisal of the instruction. The drawback to an unscheduled evaluation is that it may cause an inexperienced instructor to feel threatened and thus to fail to perform as well as usual. Whether the evaluation is scheduled or unscheduled, you should never switch from your usual performance for the benefit of the evaluator.

### **PREPARING FOR EVALUATION**

In preparing to teach, always ensure that your instructional materials are ready, that you have prepared yourself for the lesson, that the classroom or laboratory is prepared, and that all training equipment is available and in working order. Follow these steps each time you instruct. That will prevent you from having to interrupt the lesson because you forgot to properly plan and prepare.

View the evaluation process as an opportunity to gather information that will help you become more effective as an instructor. A preliminary meeting with the evaluator aids in the preparations to conduct the evaluation. Answer any questions they may have, and provide them with any materials they may need to conduct the evaluation.

Always be prepared for an evaluation, because you are always being evaluated when you

instruct-by your students. You need to know how the evaluation process works and what the evaluators will look for during the evaluation. This knowledge will help you refine your instructional techniques. It will also build your confidence because you will know what is expected of you.

## **EVALUATION CHECKLISTS**

Evaluators use two separate checklists in evaluating instruction. These are the **Classroom Instructor Evaluation Checklist** and the **Laboratory Instructor Evaluation Checklist**.

The Classroom Instructor Evaluation Checklist is divided into four major categories:

- INTRODUCTION
- PRESENTATION
- INSTRUCTOR-STUDENT INTERACTION
- SUMMARY

The Laboratory Instructor Evaluation Checklist is divided into three major categories:

- INSTRUCTOR PERFORMANCE
- STUDENT PERFORMANCE
- FACILITIES

**NOTE: Evaluators pay close attention to student safety and safe instructional practices in the laboratory.**

## **CLASSROOM EVALUATION FACTORS**

Familiarity with classroom evaluation factors will greatly benefit you in presenting your lessons. The following information presents those factors the evaluator will use to judge your performance and how you should conduct your instruction to meet that criteria.

### **LESSON INTRODUCTION**

The introduction sets the stage for the lesson. You must present it in an interesting and motivating manner to prepare the students to learn. The following information provides the Factors used in the evaluation of your introduction:

**Display Course Name and Topic Title**

- Write this information on the board, or display it in some other manner.

**Introduce Self**

- If you are meeting with the students for the first time, provide background information about yourself to establish credibility with the students.
- Present the introduction in an interesting manner.
- Provide personal experiences that enhance the lesson and are directly related to the topic and/or objectives. One personal experience is generally adequate for the introduction.

**Explain How the Material Fits Into the Overall Course**

- Explain the importance of the material not only to the course but to the students' future jobs in the fleet. This requires that you be knowledgeable of material that has been previously covered in the course and what will be covered in future lessons.

**Explain Objectives**

- Explain to the students that the objectives are not just for the lesson, but should also be the students' objectives. Simply reading or having the students read these objectives is not adequate.
- Explain how each objective applies to what the students are about to learn and what the students must do to accomplish the objective.
- Check with the students to determine their degree of understanding of the objectives.

**Stress the Importance of Safety**

- Address safety at the beginning of each lesson, where applicable.

**Explain The Importance of Satisfactory Performance**

- Stress to the students how important it is for them to achieve the objectives. Make the explanation on a positive note rather than stressing punishment.

**Motivate Students To Do Their Best**

- Motivate the students to take pride in their work and to do their best.
- Tell the students to ask questions and to get involved.
- Make the students feel at ease about asking questions when they do not understand something.
- Inform students how they will be able to use the information and benefit from it.

## **LESSON PRESENTATION**

The presentation deals with how well you are prepared to teach and how well you deliver the material. While personal characteristics will vary between instructors, everyone can use several tools of the trade to enhance the effectiveness of the lesson. The evaluator will judge your presentation based on the following factors:

### **Lesson Plan Personalization**

- Personalize every lesson. Simply highlighting the existing material is not enough.
- Make sure you have the approval of your course supervisor or some other command-designated authority for your personalization.

### **Classroom And Materials Are Ready For Training**

- Make sure the classroom is physically ready for the student to receive training; that is, seating arrangements are adequate; training equipment is in good working condition and available as required; materials such as transparencies, slides, and charts are accurate and in good working condition.

### **Information Technically Accurate**

- Ensure the technical accuracy of information you present. Only an evaluator who is a subject matter expert in the area of instruction will complete this category.

### **Cover Major Discussion Points**

- Follow the teaching points as approved in the lesson plan. Do not omit or skip material.

### **Do NOT Read From The Lesson Plan**

- When you must read an important point, also teach it for emphasis.
- Use the lesson plan as a guide, NOT as a book to be read to the students. Excessive reading from a lesson plan may indicate a lack of preparation or confusion with the subject matter.

### **Transition And Chain Material Effectively**

- Use transition statements that allow you to move through the lesson smoothly. Transitions signal to the students that you are progressing to a new point.
- Chain material (that is, tie it together) in a meaningful manner. Link material previously taught with the present material, or link the present material with what will be taught later.

### **Use Questioning Techniques Effectively**

- Use questions to get students involved in the lesson.
- Phrase questions clearly and concisely.
- Use several different types of questions and questioning techniques during your presentation.
- Ask questions that promote thought and discussion.
- Ask questions that are not too simple or too complex.
- Allow adequate time for students to respond, and make sure you allow them to complete their response.
- Give complete and accurate answers to questions asked by the students.
- Maintain psychological safety in the classroom. Never embarrass a student who gives an incorrect answer. That discourages further participation.
- Do not answer your own questions.

When asking questions, make sure they accomplish your purpose for asking them. Many excellent reasons exist for using questions. They involve the students in the learning process and provide feedback on student comprehension of the subject matter. They also allow you to resolve areas of confusion and determine student accomplishment of learning objectives. **Properly used, questioning techniques are one of the most powerful tools available to you as an instructor.**

### **Use Training Aids Effectively**

- Effectively use transparencies, wall charts, movies, films, slides, and the like, to receive the full benefit from them.
- Make the training aid visible to all students.

### **Maintain Proper Eye Contact**

- Maintain eye contact with students to hold their attention and to gather nonverbal feedback from them.
- Avoid excessive reading from the lesson plan or talking to the board. As a general rule, you should talk only when looking at the students.

### **Display Enthusiasm**

- Show a positive and enthusiastic attitude toward the subject.
- Use enthusiasm to maintain student interest.

**Use Gestures Effectively**

- Use gestures to stress a point.
- Use gestures that are natural and appropriate to the lesson.

**Maintain A Positive, Professional Attitude**

- Show a sincere concern for student comprehension. Never display cynicism, intimidate students, or use profanity or off-color remarks.
- Project professionalism by presenting a smart, concise, and meaningful presentation.

**Use Time Effectively**

- Stay on time throughout the lesson. That shows you are well prepared.
- Follow the instructional time allowed in the approved curriculum.

**Avoid Distracting Mannerisms**

- Avoid distracting behaviors, such as playing with a marker or pointer, sticking your hands in your pockets, or using gestures excessively.

**Use Communication Skills Effectively**

- Make sure your voice is reasonably pleasant (quality), easily understood (intelligibility), and expresses differences in meaning (variety). Quality includes not only the sound of the voice but the feelings projected when you speak. Intelligibility refers to clear articulation, correct pronunciation, and the use of correct grammar. Variety includes the use of variation in rate, volume, force, and pitch of your speech.

**Maintain Flexibility**

- Be open to discussions that enhance the lesson but do not lose sight of the lesson.
- Offer to meet students outside the classroom to discuss their thoughts when too much time is being spent in areas not related to the lesson.

**Use Personal Experiences And Examples**

- Use personal experiences that are related to the subject.
- Use examples throughout the lesson.

**Explain Material Clearly**

- Explain the material at a level the students can understand.
- If students appear to be confused, then you should explain the material in a different manner.

## **INSTRUCTOR-STUDENT INTERACTION**

This area deals with your effectiveness in keeping the students involved in the learning process. It also has to do with your ability to manage the instructor-student interactions.

- Establish and maintain student attention.
- Encourage student participation.
- Check for student comprehension.
- Establish and maintain proper instructor-student relationship.
- Stress the importance of the individual student while remaining clearly in control of the class.

## **LESSON SUMMARY**

The lesson summary is used to recap the major discussion points of the lesson and to ensure that the students understand the subject matter you have presented.

### **Summarize Learning Objectives**

- Since the objectives are what the student is trying to accomplish, restate or paraphrase the objectives and discuss their relationship to the lesson material.

### **Summarize Lesson Properly**

- Summarize the material in the lesson at least once to ensure student understanding. In some cases, you may need to summarize more than once. When or how often the summary is conducted is not the issue; rather, did you summarize and was the summary effective?
- Summarize the major teaching points of the lesson.
- When summarizing at the end of a lesson, use the major teaching points and objectives as an outline for the summary.
- Use summaries to maintain continuity within a lesson or to emphasize areas of importance.

### **Check Student Understanding**

- Ask questions that help determine if the students understand the material.
- Ensure questions require students to respond at the learning level required by the objectives.
- Ask thought-provoking questions related to the objective(s).

## **Emphasize Safety**

- Stress safety in the introduction, presentation, and summary when safety is a factor in the lesson.

## **LABORATORY EVALUATION FACTORS**

As with classroom evaluation factors, you must be familiar with the evaluation factors used to evaluate laboratory instruction. Some of these factors are very similar to those used in the classroom. Others are specific to laboratory instruction. Safety is frequently of greater concern in the laboratory than in the classroom. You must ensure that safety is stressed and safety procedures adhered to. The laboratory checklist is used to evaluate the instructor, the students, and the facilities.

## **INSTRUCTOR PERFORMANCE**

The *Laboratory Instructor Evaluation Checklist* contains the following factors concerning instructor performance.

### **Work Spaces/stations Ready For Class**

Prior to the start of the laboratory session you should ensure that:

- Each work station is fully equipped.
- Equipment, tools and material are ready for use.
- Instructional materials are available and in usable condition.
- The laboratory area is clean and free of safety hazards.

### **Explain The Objectives**

- Ensure students understand the objectives and all safety related considerations.
- Relate the objectives to the job sheet(s).
- Tell the students if the laboratory session is a test.
- In addition to explaining the objectives, you may want to provide partially finished or completed projects for the students to examine.

### **Review Safety/sanitation Procedures**

At the beginning of the lab you should review the following procedures as appropriate:

- Training Time Out (TTO).
- Personnel and equipment safety procedures.



- Sanitation and hazardous waste disposal.
- If the laboratory extends beyond one training day, you should review the appropriate procedures at the beginning of each day.

### **Review Instructional Materials**

- Ensure the students know what instructional materials are available and how to use them.
- Thoroughly explain the job sheet(s).

### **Relate Classroom Instruction To Laboratory Performance**

- Explain to your students how the information presented in the classroom relates to the laboratory application.
- When conducting a demonstration, make sure all the students can see the demonstration. Emphasize safety at the appropriate points of the demonstration.

### **Issue Tools And Materials**

- If tools and/or materials must be issued, ensure that you explain the procedures for issue and turn-in.
- Keep work areas free from unnecessary clutter with tools or materials.

### **Emphasize Safety**

- Explain safety precautions and closely monitor students to ensure compliance with safety procedures.
- You must always follow safety procedures and may want to demonstrate the procedures for the students.

### **Assist Students As Necessary**

- provide an environment for your students to learn by doing. Assist them as necessary, but do not do their work for them.
- Depending upon the type of training, it may be appropriate to use more capable or experienced students to assist other students. However, you must be particularly watchful to ensure that proper procedures are being followed. It would not be appropriate to have students aid other students when safety is involved.

### **Recognize Individual Student Differences**

- Do not compare any student's performance with that of other students.
- Check for student understanding of the assignment.
- Provide assistance only as required.

- Maintain patience with students that are experiencing difficulty.
- Encourage students to do their best.

### **Provide Related Instruction When Needed**

- You should provide instruction when it is needed in order for the students to accomplish the objectives.

### **Check Student Progress And Understanding**

- Monitor students to ensure they are progressing through the assignment.
- Ensure that the students are using the job sheet(s) and related instructional materials correctly.

### **Ask Thought Provoking Questions**

- Use thought provoking questions to cause the students to think about what they are doing and why they are doing it.
- Use questions to check for student understanding. Also, questions are effective in helping students who are experiencing difficulties.

### **Critique/Review The Laboratory Session**

- Conduct a critique of the training session by emphasizing the objectives and how they were accomplished.

### **Manage Time Effectively**

- Ensure your students are progressing through the assignment in an appropriate period of time.
- Provide assistance to students who are experiencing difficulties which may prevent them from completing the assignment.

### **Lesson Plan Personalization**

- Your lesson plan personalization must be current and complete.
- Use your lesson plan to ensure that you cover all objectives and major teaching points.

## **STUDENT PERFORMANCE**

In addition to evaluating your performance, students are observed because their performance provides important information on the quality and safety of the training. The following Factors are used in this area:

**Appeared To Understand The Assignment**

- Students should be able to independently start the assignment after you have provided the necessary instructions.
- Students should complete the assignment correctly.
- Students should be able to complete the assignment without frequently having to ask questions or request your assistance.

**Used Instructional Material**

- You should ensure that the students are correctly using all of the instructional materials provided.

**Sought Help When Needed**

- Your students should be encouraged to request your assistance when it is required.
- Monitor your students to ensure they are progressing through the assignment without difficulty.

**Observed Safety/Sanitary Precautions**

- Students should observe all applicable precautions. Monitor the students to ensure they follow the prescribed procedures.

**Participated In The Critique/Review**

- Encourage student participation. Ask them questions and invite them to ask questions. You may use the redirected questioning technique to encourage student participation.

**FACILITIES**

The final area of the laboratory evaluation checklist is the facilities. The condition of the training facilities are vitally important to safety, quality of life, and student learning. Always check the facilities prior to use and ensuring that they are ready. You should ensure that the lighting and ventilation are adequate. Equipment and tools must be properly maintained and prepared for the training session. Check to ensure that safety precautions are properly posted. Finally, ensure that all equipment safety devices are in place and in good condition. Safety is the number one concern in the training environment. Report and ensure correction of any unsafe condition prior to conducting training.

## **SUMMARY**

Instructor evaluation is an important aspect of the Navy training program. Along with evaluation of curriculum and all other elements of the overall program, instructor evaluation contributes significantly to the improvement of training.

You will be evaluated in the performance of your duties as an instructor. You may also be involved in the evaluation of others. In both situations, use these opportunities to learn new ways of making your instruction, and that of your peers, more efficient and effective.





